

Phase-In of the Common Core Regents Exams



Common Core in New York

2010: Board of Regents adopted Common Core

2013: Common Core Assessments administered in Grades 3-8 English Language Arts (ELA) and Math

2014: Roll-out of Common Core Regents Exams begins

- June 2014: Algebra I (ELA offered, but not required)
- June 2015: Geometry (ELA offered, but not required)
- June 2016: Algebra II and ELA (required for 1st time)

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the current score of 65 (partial proficiency).

Class of 2022: First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the aspirational college- and career ready score (proficiency).

Transition to New York Common Core Assessments is a 12-year phase-in

Regents Common Core Transition Flexibility

Common Core rollout in high school contains three features to ensure that students have every opportunity to graduate during this transition period.

- The initial group of students required to pass a Common Core Regents Exam in ELA began grade 9 in 2013-14. Additionally, any student in 2013-14 enrolled in their first high school mathematics course leading to a Regents exam had to be instructed in the Common Core learning standards for math. This group of students is not expected to graduate until June 2017 or later, seven years after the standards were adopted in 2010;
- During the initial rollout of the Common Core Regents Exam in ELA, students who began grade 9 prior to 2013 have the option, at district discretion, to take the old test in addition to the new test and have the higher score count for grading and other purposes. During the initial, rollout of the Common Core Regents Exam in Algebra I and Geometry, students who began high school math instruction in 2013 also have the option to, at district discretion, take the old test in addition to the new test; and
- Through the standard setting process, performance standards (or cut scores) were established for partial proficiency (Performance Level 3 - comparable to the current 65 Regents Exam cut score for graduation purposes) and proficiency (Performance Level 4 – the aspirational college- and career-readiness cut score). As a result, we expect that the percentage of students passing (for graduation purposes) the new Common Core Regents Exams will likely be similar to the historical pass rates on the Regents Exams (2005 standards) at a score of 65.

NYS Educator Involvement in NYS Common Core Assessments

NYS Educators are represented on the following panels:

- **New York State Content Advisory Panels**
 - Spans early childhood and P12 through CUNY, SUNY and CiCU faculty
- **Item Development, Item Review, Final Form Review**
- **Performance Standards (cut scores)**
 - Teachers, faculty and district-level

These panels are informing:

- **College and Career Ready Determinations**
- **Test specifications, policies, and item development**
- **NYS policy-level and grade-level performance level descriptors**
- **Setting performance standards**

Common Core Regents Development

Every item:

- Developed from scratch by NYS-certified teachers to measure Common Core Learning Standards
- Field-tested
- Reviewed multiple times in development cycle by multiple NYS-Certified Teachers
- Meets industry best practice for item quality, fairness and accessibility
- Meets rigorous criteria developed by NYSED
- Educator participation opportunities:
 - <http://www.p12.nysed.gov/assessment/teacher/home.html#teacher-op>

Performance Levels

Performance Levels on Common Core Regents Exams

Level 5: Exceeds Common Core expectations

**Level 4: Meets Common Core expectations
(First required for Regents Diploma purposes with the Class of 2022)**

**Level 3: Partially meets Common Core expectations
(Required for current Regents Diploma purposes. We expect comparable percentages of students to attain Level 3 or above as do students who pass current Regents Exams (2005 Standards) with a score of 65 or above)**

**Level 2 (Safety Net): Partially meets Common Core expectations
(Required for Local Diploma purposes. We expect comparable percentages of students to attain Level 2 or above as do students who pass current Regents Exams (2005 Standards) with a score of 55 or above)**

Level 1: Does not demonstrate Knowledge and Skills for Level 2

Performance Levels 2 and 3

- We have committed to ensuring that the percentage of students who graduate from high school remains stable as we implement the CCLS.
 - **Guidance will be provided for setting standards for Levels 2 and 3 to help meet that commitment.**

Level 3: Partially meets Common Core expectations
(Required for current Regents Diploma purposes. We expect comparable percentages of students to attain Level 3 or above as do students who pass current Regents Exams (2005 Standards) with a score of 65 or above)

Level 2 (Safety Net): Partially meets Common Core expectations
(Required for Local Diploma purposes. We expect comparable percentages of students to attain Level 2 or above as do students who pass current Regents Exams (2005 Standards) with a score of 55 or above)

Performance Levels 4 and 5

- Levels 4 and 5 will be set based on the standards, the performance-level descriptors, historical data, and your professional judgment and experience.

Level 5: Exceeds Common Core expectations

**Level 4: Meets Common Core expectations
(First required for Regents Diploma purposes with the Class of 2022)**

New Standards and Tests, Same Scale

New performance standards

Same Scale

0 - 100

Level 5: Exceeds Common Core expectations

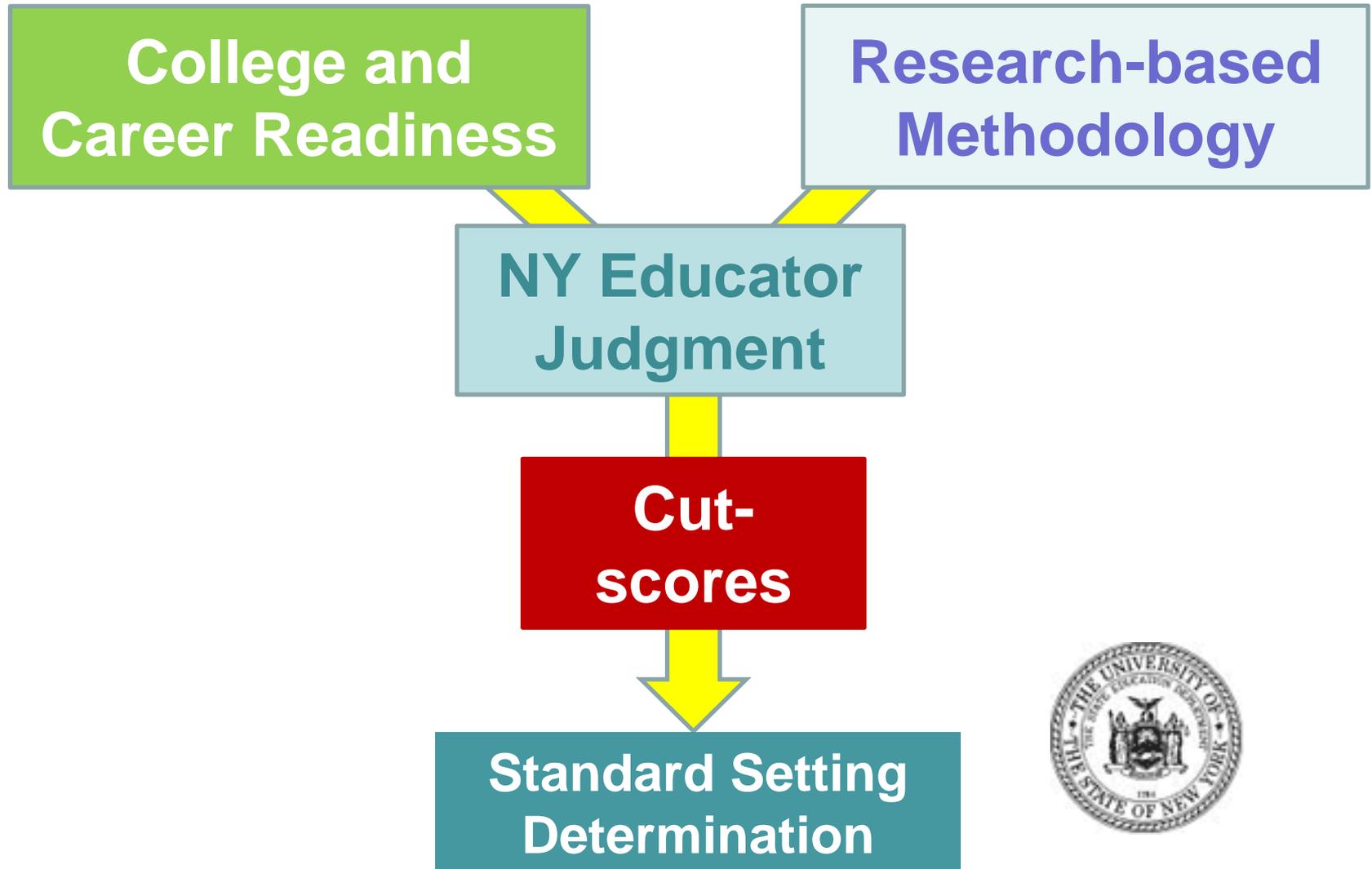
Level 4: Meets Common Core expectations
(first required for Regents Diploma purposes with the
Class of 2022)

Level 3: Partially meets Common Core expectations
(Required for current Regents Diploma purposes)

Level 2 (Safety Net): Partially meets Common Core
Expectations
(Required for Local Diploma purposes)

Level 1: Does not demonstrate knowledge and skills for
Level 1

SETTING PERFORMANCE STANDARDS for Common Core Assessments



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Our Students. Their Moment.

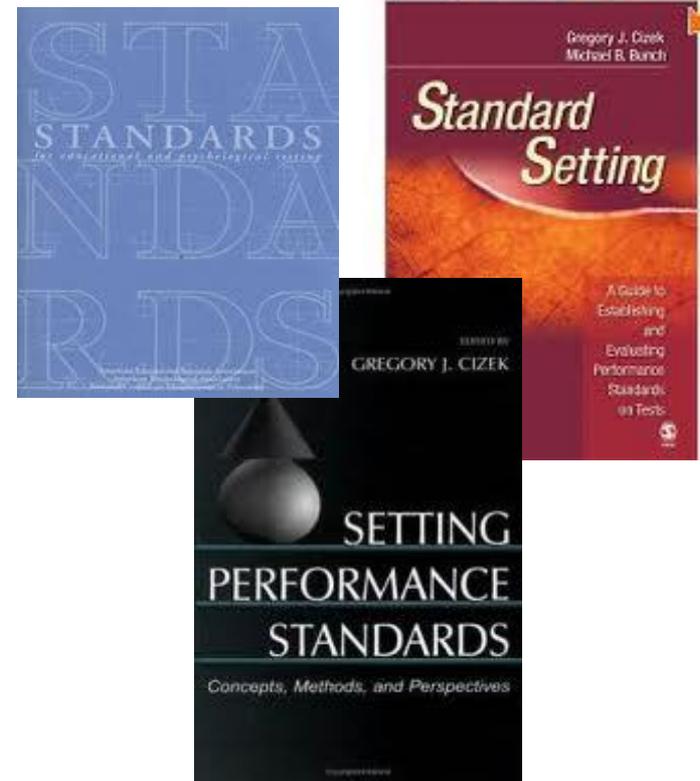
Appendix



SETTING PERFORMANCE STANDARDS

- Required by USED and Standards for Educational and Psychological Testing to use research-based methodology
- National experts in standard setting have monitored the planning of the process.

Research-based Methodology



Selection of Panelists

Letters were sent to key New York educator organizations, BOCES and Big 5 seeking nominations of educators who:

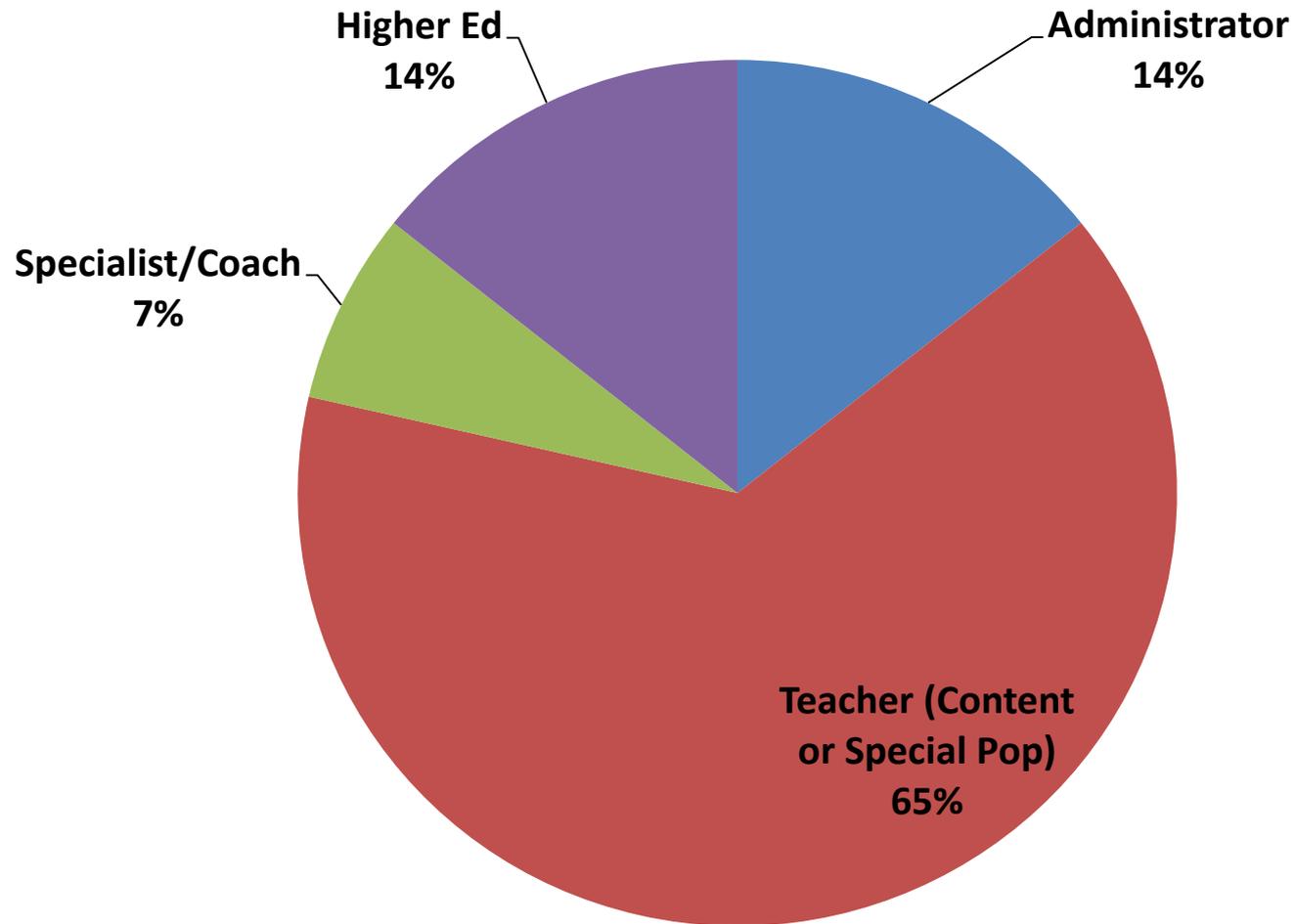
- have a deep knowledge of the Common Core standards
- have experience teaching different student populations
- represent the diversity of New York State
- include urban/rural/suburban schools
- include various geographic areas of the state

Resumes were reviewed carefully to ensure rich representation of panelists.

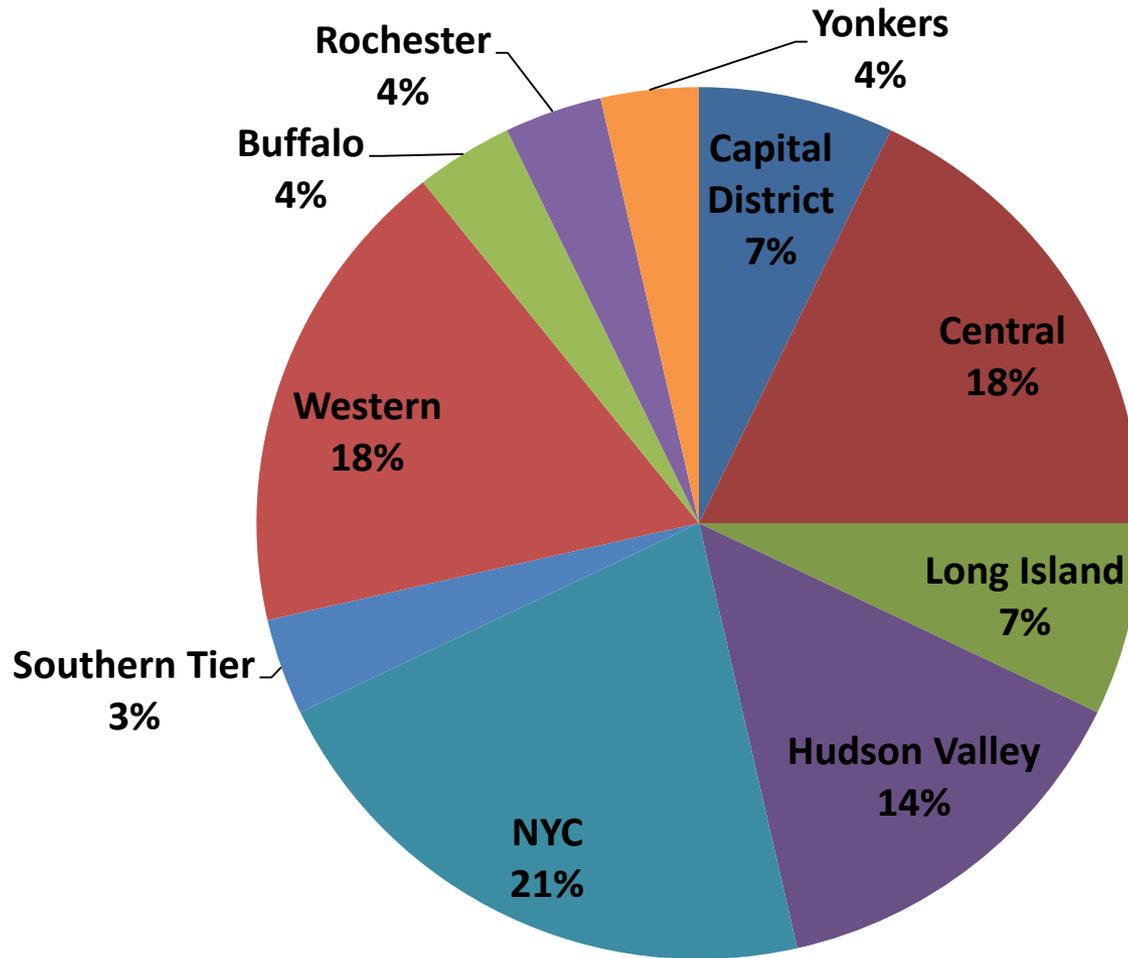
New York Educators are Essential to Setting Standards

- 28 New York State educators have accepted invitations to serve as panelists
- Variety of educators represented:
 - K-12 Math Teachers
 - Curriculum specialists
 - Teachers of special populations
 - Higher Education faculty
 - K-12 Administrators

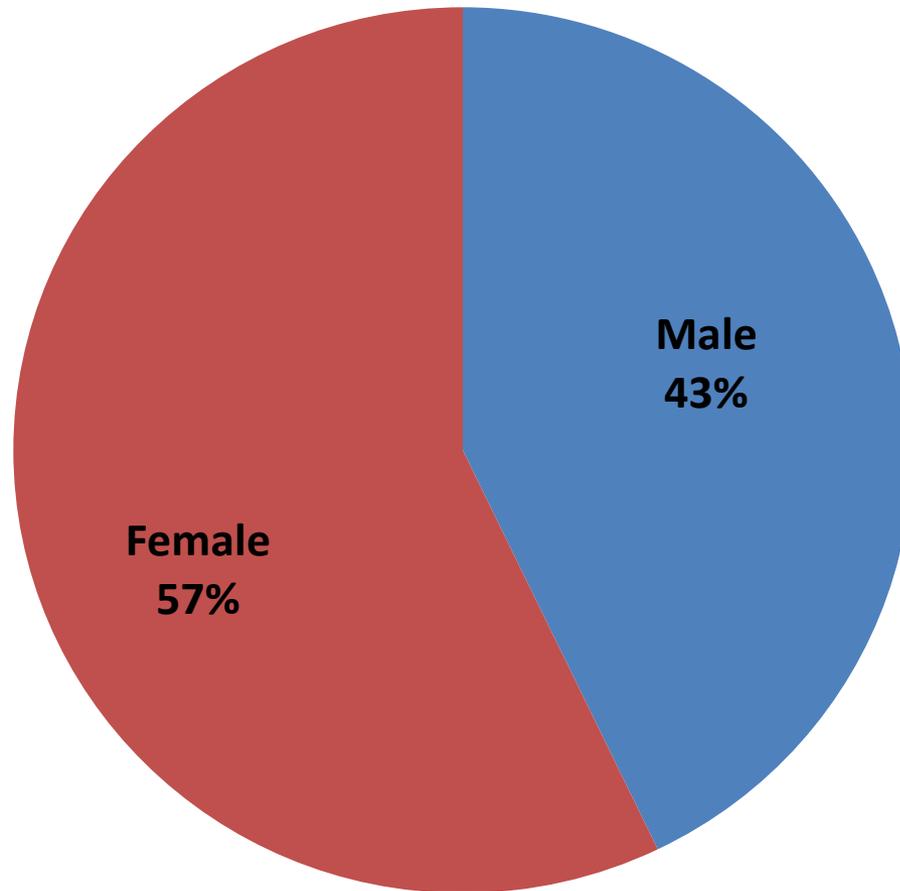
Geometry Panelist Role



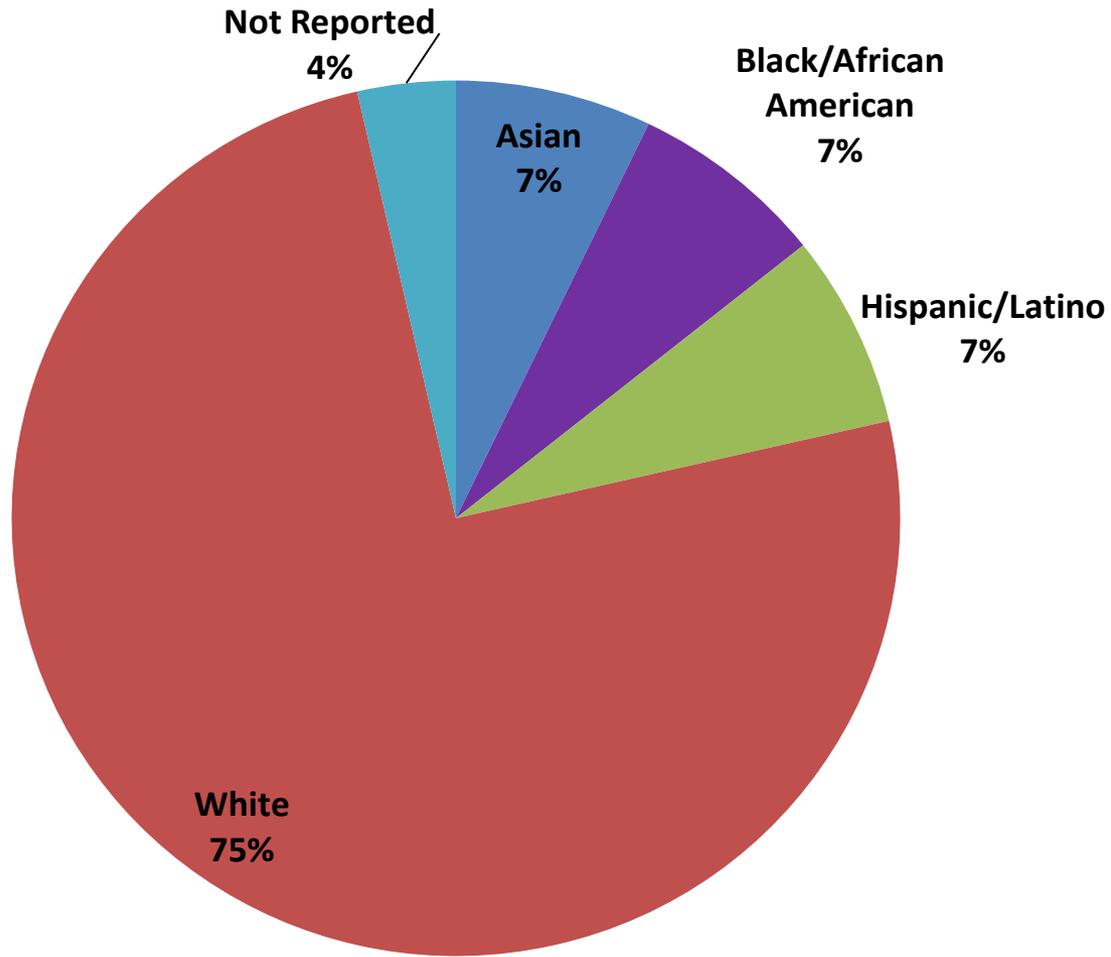
Geometry Panelist Region



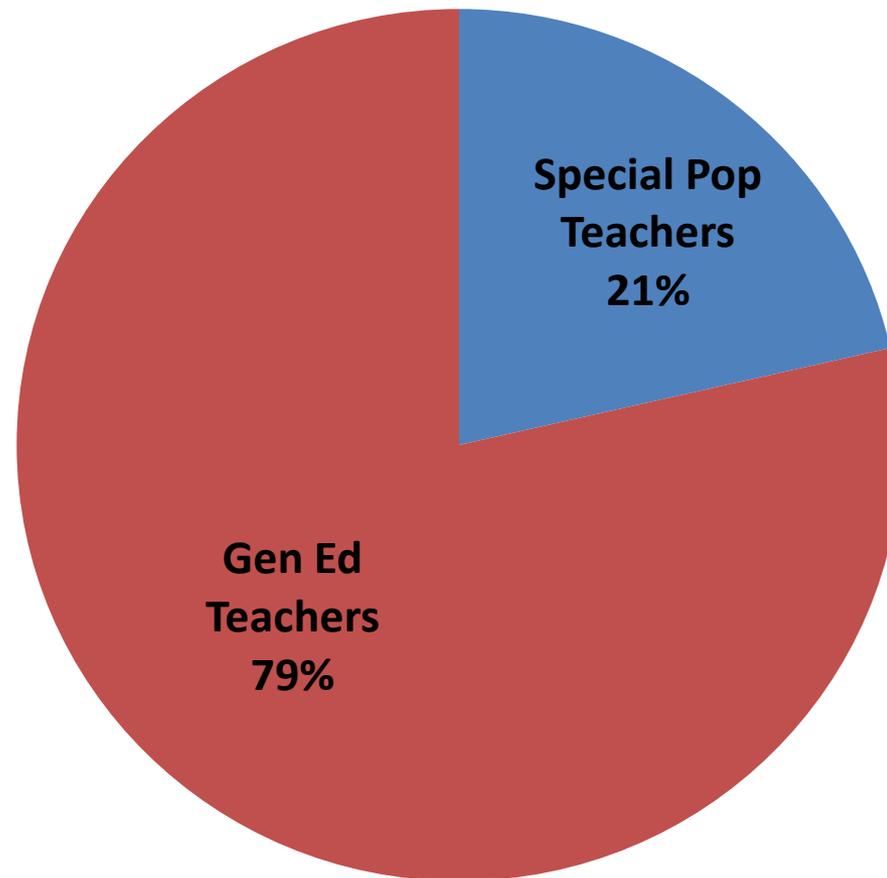
Geometry Panelist Gender



Geometry Panelist Race/Ethnicity



Geometry Panelists Working with Special Populations



Student Tests Selected for the Standard Setting

For the standard setting, a sample of student tests has been selected to match the typical June test-taking population, including:

- Need/Resource Group
- Gender
- Students with disabilities
- English language learners
- Poverty
- Race/ethnicity
- Achievement

First Task: Review Test

For each Exam, panelists will:

1. Take a “mini test” comprised of a subset of the same items administered in 2015;
2. Review the remainder of the test;
3. Have opportunities to discuss any questions with the test development coordinators.

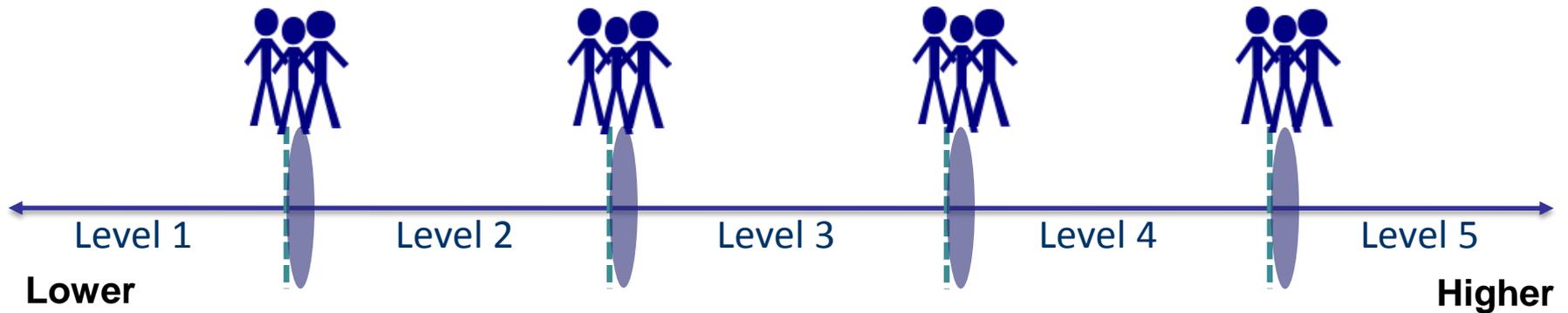
Second Task: Define Expectations

For each exam, panelists will:

1. Review detailed descriptions of the range of knowledge and skills that describe students at each performance level;
2. For Levels 4 and 5, discuss and come to consensus on the specific knowledge and skills that characterize a student who is “just barely” proficient. This is the **threshold** student.

Focus is on what students should be able to do in each course according to demands of the standards.

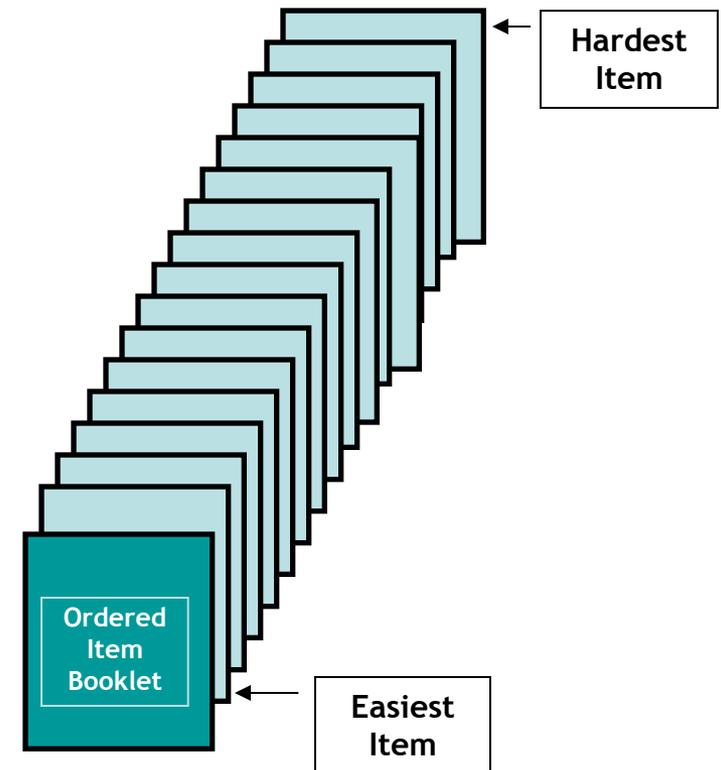
Conceptualize the Threshold Student



- **Based on the Performance Level Descriptors (PLDs), visualize New York State students who are:**
 - **Just barely entering the next higher level**
 - **What knowledge and skills should a student have at the thresholds?**

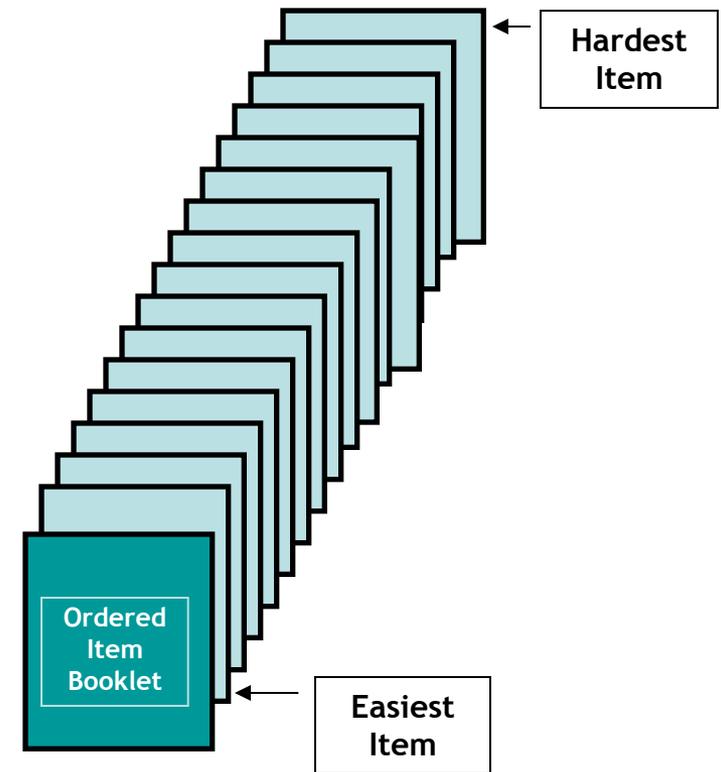
Third Task: Train on Ordered Item Booklet (OIB) Method

- OIB is the most common standard setting methodology in state testing.
- There is an extensive research base supporting the validity of this process to capture educator judgment and cut score recommendations.
- Items from the test are ordered from easiest to hardest.



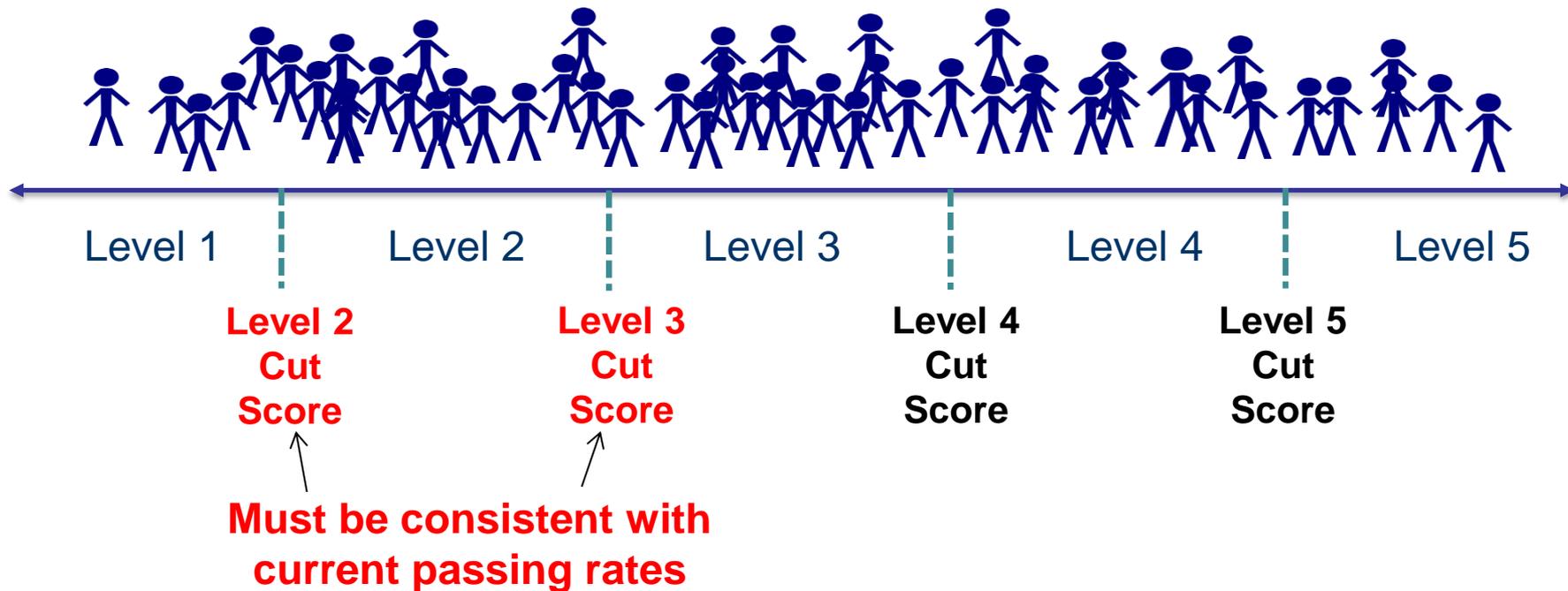
Third Task: Train on Ordered Item Booklet (OIB) Method (cont'd)

- Panelists will be trained on how to use the OIB to make judgments about where the cut scores should be to distinguish:
 - Level 2 from Level 1
 - Level 3 from Level 2
 - Level 4 from Level 3
 - Level 5 from Level 4
- After training, each panelist completes a survey indicating his/her level of understanding. If any panelist is not confident in his/her understanding, more training is provided to all.



Fourth Task: Make First Judgments about Cut Scores

- Panelists made judgments individually.
- Individual judgments are handed to facilitators.
- Facilitators aggregate data and share with panelists.
- Panelists discuss rationales for their judgments.
 - Rationales must be based on threshold descriptions and expectations of the Common Core standards.



- For Levels 2 and 3, panelists may select only from bookmarks that maintain the passing rate policy.
- For Levels 4 and 5, panelists place bookmarks based on their judgment, the standards, and performance level descriptions.

Three Rounds for Each Exam

- The process is repeated three times for each exam to ensure panelists have ample time to discuss the rationale for their judgments and change their judgments if their other panelists offer compelling rationales to do so.
- Panelists review impact data after Rounds 2 and 3.
- Panelists are not required to come to consensus as individual judgment is valued.
- The process will take two full days.